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ABSTRACT

The 1967 annual evaluation of Kansas's Title I (Elementary and Secondary Education Act) State Migratory Program is presented in this report. The program was in operation in 6 school districts during the summer; 447 children from kindergarten to the 7th grade were enrolled. The 5 educational needs of migrant children which were evaluated were (1) their inadequate command of the English language, (2) their need for parental awareness and interest, (3) their lack of knowledge and practice in general health training and personal sanitation, (4) their need for a well-balanced diet and eating habits, and (5) the need for the migratory children to recognize consistent self- and group -discipline. Objective measurements were obtained through the use of the Metropolitan Achievement Test, the Lorge-Thorndyke Intelligence Test, or the Stanford Achievement Test as pre- and post-tests. Standardized test results are given for grades 1-6 in reading and arithmetic. The general effectiveness of the program is discussed in terms of the services provided for the children, the most effective projects for grade span, classroom procedures, program materials, and the activity report from the project areas. Other topics discussed in this report include personnel and personnel training, the program's interrelationship with other Title I programs and its coordination with other programs, community involvement, state operation and services, and the program's problem areas. The appendix concludes the questionnaire about migrant children and letters pertaining to the program planning. (NQ)

KANSAS
ANNUAL EVALUATION REPORT

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ED 066262

State Programs for Migrant Children

Title I Elementary and Secondary Education Act of 1965, as amended

Issued by
State Department of Public Instruction
W. C. Kampschroeder, Superintendent

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KANSAS ANNUAL EVALUATION REPORT

Title 1 of E.S.E.A. Projects 1967

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PREFACE

The State of Kansas received a federal grant of $112,904.00, authorized through Title I of the Elementary and Secondary Act of 1965 (Public Law 89-10 as amended by Public Law 89-750), to establish or improve educational programs for migratory children. The programs and projects were administered and coordinated by the State Educational Agency acting as sponsoring agency. The sponsoring agency, The State Educational Agency, administered the project indirectly through six local educational agencies designated as attendance centers. The local educational centers designated were: Goodland Public Schools, Holcomb Public Schools, Lakin Public Schools, Leoti Public Schools, Sharon Springs Public Schools and Sublette Public Schools.

The State Educational Agency proposed a summer migrant student educational program be established in the six centers in western Kansas to help the youngsters overcome deficiency in the English language, plus other cultural and health benefits.

Administration personnel in the designated centers were assigned the task of developing the curriculum, obtaining personnel, evaluating the program, and general supervision. The State Educational Agency assumed the duty of coordinating the programs between the respective operating centers.

This report represents the consumation of the six individual reports from the centers operating schools for migratory children constituting the State Educational Agencies' evaluation of the program to the United States Department of Education.

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I. PROJECT DATA:

Unduplicated Count of children participating

A. Number of school districts where Title I Migrant Programs are operating — 6

B. Number of public schools children participating — 447

C. Number of non-public school children participating — 0

D. Total number of children participating in state — 447

E. Enrollment by grades

Pre-school to Kindergarten	77
grade 1	101
grade 2	83
grade 3	69
grade 4	52
grade 5	33
grade 6	27
grade 7	5
TOTAL	447

II. INNOVATIVE AND/OR EXEMPLARY PROJECTS:

A. Methods and Activities:

This being the first year for Kansas to conduct schools for the migratory children, all methods or activities used in the educating process were new and untried within the state. Several methods and activities used in the schools seemed to produce excellent results and no doubt deserve mentioning.

One school made extensive use of the video tape recorder to encourage the use of the English language. The children seemed highly motivated by seeing and hearing themselves perform in the academic areas. The recorder was also used as a means of sharing the activities of one group with another group. Students developed pride in their accompolishments and strived to improve their performances.

A fourth grade social studies group used the morning news as a project to encourage the studying of geography.

The globe, atlas, and maps were used to find the areas that were in the news. Then books and encyclopedias were used to learn something about the country, the products raised, the way people dressed, the type of government, etc..

Emphasis was placed on providing field trip experiences to support the classroom experiences of the students. The trips offered the migrant children an opportunity to see parts of the community they seldom see. All students, kindergarten through the sixth grade, visited the airport, fire station, police station, greenhouse, creamery, bakery, zoo, television studio, bank, newspaper print shop, and other places of interest within the community. The field trips were backed up by assignments to tell about the trip, do some art work representing different scenes, or write about things of interest.

To encourage attendance and stimulate interest on the part of the students, additional areas or supporting areas were added to the curriculum. One school employed an art teacher and taught art to all grades, kindergarten to sixth. Another school had a rhythm band in addition to regular music classes. Two schools offered swimming instruction daily.

Filmstrips were used extensively to cope with the inadequacy of the command of the English language. Throughout the filmstrip questions were asked which encouraged students to use the English language. Students were allowed to discuss freely among themselves during the presentation, as long as the conversation pertained to the filmstrip.

A science teacher used live animals in his classes as well as duplicated materials about the animals. He had a ground squirrel, hamsters, chinchilas, a coyote, a monkey, a mud puppy, various fishes, a cat, a pigeon, a salamander, and other animals to show the students. The interest level, needless to say, for science was very high. This teacher also taught the health program. He passed out health kits containing soap, a wash cloth, toothbrush, and toothpaste. The State Department of Health supplied films that were used to implement the curriculum.

One school had an Independence Day study and party. Each student reported on something or some one in American history. In art, the class was divided into three groups working on large American symbols. The party was planned to celebrate the birthday of our nation.

Each student made a birthday card and included what they could give to their country. The table was decorated with patriotic symbols. Each student was given a piece of cake, candy, pop, and a flag. Several students, who had band instruments, played patriotic songs while the group sang. All of this activity was taped on audio-visual and played back to the students.

B. Human Interest Incidents:

One student drew a picture, after visiting the airport, that no teacher could understand. After checking, sure enough it was there---a navigational aid for commercial airlines---so out of the way that no teacher had noticed. Many drew pictures of planes being refueled, some to the extent that you could see the brand of fuel being used.

One little boy related that he had no shoes. When asked what he had on his feet, he replied "tennies." All of the students were in agreement that "tennies" were, indeed, not shoes.

A little seven year old girl remained home one week to care for a younger brother while her mother was in the hospital with a new baby brother. Upon returning to school, the little girl was extremely anxious to get home at 2:00 because her mother was going to get groceries and the little girl was going to care for the new baby.

A very sweet little girl informed her teacher that her sister was going to have a baby instead of going to school in September, and went on to relate, 'she's not married yet.'

The students were asked to write an imaginary conversation. Most of the students chose comic book characters, however, one migrant boy remembered his band lessons. He wrote a very enjoyable conversation between a violin and a cello.

A group of boys were corrected on the playground by one of the teachers. A student was told he shouldn't be so stubborn. Later this boy came to his regular teacher to ask what the word "stubborn" meant. Many children can pronounce English words, but have no idea of what the word means.

If students caused trouble in art room, the classroom teacher took away their regular turn; after two or three days of watching others go and bring back pictures, they

made some good conduct resolutions. One five year old boy tugged on the teacher's arm with a big smile and said, "me be a good boy all day." This boy had been a discipline problem ever since he came to school.

A student being disciplined by making him sit on the teacher's lap, promptly got even, by wetting his pants as well as the teacher's clothing.

The boys thought it great sport to swear in Spanish around the teacher, and the teacher didn't know what they were saying, some of the girls reported what they were saying. The boys were told to speak only English while at school, whether on the playground or the classroom. When recess came, one of the least likely students informed the children from another class they were supposed to speak English even when playing baseball.

Some older students had brothers fighting in Vietnam. After the Social Studies, they began to see what their brothers were fighting for.

III. Most Pressing Educational Needs:

The five most pressing educational needs of migrant children:

Migratory agricultural workers, as designated by local school authorities are listed in rank order.

1. Inadequate command of the English language. Teacher made tests and observations revealed that the majority of the migratory students could not comprehend many common English words that are used in every day communication.
2. Need for more parental awareness and interest in the child, his school work, problems, accomplishments, as well as education in general. Lack of interest was very evident by poor attendance and reasons offered for absences: Excuses that were trivial, often humorous, but more likely pathetic. This need was verified by teacher visitations into the home and absence of parental visits to the school.
3. Lack of knowledge and practice in general health training and personal sanitation. This need was indicated by teacher survey of knowledge, habits, and attitudes concerning health practices of the migratory children. Many children were infected with lice and were bodily unclean due to lack of home facilities and the desire to improve.
4. Need for a well balanced diet and eating habits. The average migrant worker does not eat wisely,

the volume is plentiful, but they lack the desire to eat certain foods that they have not previously tasted. This need becomes evident during breakfast and lunch, when the children refuse to taste some foods, while going back for second and third servings of other foods. As an example, when hot cereal was served, many children refused to eat the quantity served; as compared to the serving of dry cereal, all children would clean their bowls and more than half would return for the second serving.

5. Need for the migratory children to recognize consistent self and group discipline---respect for other pupils ideas, privileges and rights. The need was observed by the teachers during class and playtime sessions. Far too many of the migratory children considered themselves as second rate individuals, due to Spanish descent, thinking they had to take what was desired and unable to see the role they should be playing in community living as American citizens.

IV. Objective Measurements:

1. Only one school gave an achievement test (Metropolitan Achievement Test), as pre-test and post-test, and reported the standard score mean and standard score deviation. One school used the Metropolitan Achievement Test and reported percentages; another school gave the Lorge-Thorndyke Intelligence Test. A third school gave a pre-test using the Stanford Achievement Test, did not give a post-test, and reported grade placement scores. All objective test results are given, although they possess no significant value.
2. The achievement test tables are based on all pupils in the summer project who took either or both the pre-test and the post-test. The following table represents a summary of pupils taking both tests. The data was developed by the following criteria:

No improvement---no gain or regression over grade placement or pre-test.
Some improvement---A gain of one or two months in achievement level from pre-test to the post-test.
Significant improvement---A gain of more than two months in achievement level from the pre-test to the post-test.

PROGRESS COMPARISONS FOR MIGRANT

Project Achievement Testing

	No Improvement	Some Improvement	Significant Improvement
Reading	21	10	13
Arithmetic Computation	14	9	18
Arithmetic Problem Solving	13	5	21
Language	10	3	11
Spelling	15	5	5

3. The English language handicap is a definite problem in testing migratory children. Available tests do not appear to be appropriate in measuring the achievement of migrant children. Another problem in the testing program is mobility. Students taking the pre-test leave school before the post-test can be given.

TABLE 1

STANDARDIZED TEST RESULTS

GRADE 1 NAME OF ACTIVITY Reading

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June 1967	Metropolitan Achievement	A	19	19	7.79	5	2	5	7
Post	Aug. 1967	Metropolitan Achievement	B	28	22	7.6	2	4	9	13
Pre										
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TABLE 1

STANDARDIZED TEST RESULTS

GRADE 2 NAME OF ACTIVITY Reading

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June 1967	Metropolitan Achievement	A	15	27	9.86	3	5	4	3
Post	Aug. 1967	Metropolitan Achievement	B	5	17	3.69	4	1		
Pre										
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TABLE 1

STANDARDIZED TEST RESULTS

GRADE 3 NAME OF ACTIVITY Reading

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June 1967	Metropolitan Achievement	A	14	15	4.6	7	7		
Post	Aug. 1967	Metropolitan Achievement	B	15	15	4.84	11	4		
Pre										
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TABLE 1

STANDARDIZED TEST RESULTS

GRADE 4 NAME OF ACTIVITY Reading

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June 1967	Metropolitan Achievement	A	4	14	6.81	3	1		
Post	Aug. 1967	Metropolitan Achievement	B	6	21	3.7	5	1		
Pre										
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TABLE 1

STANDARDIZED TEST RESULTS

GRADE 5 NAME OF ACTIVITY Reading

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June 1967	Metropolitan Achievement	A	3	24	8.83	1	1		1
Post	Aug. 1967	Metropolitan Achievement	B	2	13	3.0	2			
Pre										
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TABLE 1

STANDARDIZED TEST RESULTS

GRADE 6 NAME OF ACTIVITY Reading

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June 1967	Metropolitan Achievement	A	10	23	7.41	3	4	3	
Post	Aug. 1967	Metropolitan Achievement	A	10	24	5.21	1	3	5	1
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TABLE 1

STANDARDIZED TEST RESULTS

GRADE 1 NAME OF ACTIVITY Arithmetic

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June 1967	Metropolitan Achievement	A	19	44	10.46	5	2	5	7
Post	Aug. 1967	Metropolitan Achievement	B	24	40	17.78	8	3	1	12
Pre										
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TABLE 1

STANDARDIZED TEST RESULTS

GRADE 2 NAME OF ACTIVITY Arithmetic

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June 1967	Metropolitan Achievement	A	15	55	8.68	1	3	5	6
Post	Aug. 1967	Metropolitan Achievement	B	3	46	12.66	1	1		1
Pre										
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TABLE 1

STANDARDIZED TEST RESULTS

GRADE 3 NAME OF ACTIVITY Arithmetic

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June 1967	Metropolitan Achievement	A	14	16	7.48	7	5	1	1
Post	Aug. 1967	Metropolitan Achievement	B	13	13	3.76	12	1		
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TABLE 1

STANDARDIZED TEST RESULTS

GRADE 4 NAME OF ACTIVITY Arithmetic

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June 1967	Metropolitan Achievement	A	4	19	3.9	4			
Post	August 1967	Metropolitan Achievement	B	6	34	12.94	2		1	3
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TABLE 1

STANDARDIZED TEST RESULTS

GRADE 5 NAME OF ACTIVITY Arithmetic

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June 1967	Metropolitan Achievement	A	3	31	2.58			1	2
Post	Aug. 1967	Metropolitan Achievement	B	2	32	3.0				2
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TABLE 1

STANDARDIZED TEST RESULTS

GRADE 6 NAME OF ACTIVITY Arithmetic

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June 1967	Metropolitan Achievement	A	10	29	8.43	2	2	4	2
Post	Aug. 1967	Metropolitan Achievement	B	10	30	9.85	1	2	2	5
Pre										
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RESULTS FROM THE METROPOLITAN ACHIEVEMENT TEST

First Grade-Primary I Battery. Values given are average percentiles.

	No. tested	Word know.	Word Discrim.	Reading	Arith. skill
form A	25	10	11	5	19
Form B	14	19	16	18	22

Form A was given June 13, and form B was given July 10

Second Grade-Primary II Battery. Values given are average percentiles.

	No. tested	Word know.	Word discrim.	Reading	Spelling	Arith.
form A	14	14	27	14	22	37
form B	6	33	28	31	31	61

Dates of the test were the same as above.

Third and Fourth Grade-Elementary Battery. Values given are average percentiles

	No. tested	Word know.	Word discrim.	Reading	Spelling	Arith.
form A	12	17	24	17	30	30
form B	10	14	16	20	26	31

	Language	Arith prob. solving
form A	24	13
form B	23	11

Dates of the test are again the same

Fifth and Sixth Grade-Intermediate Battery-Partial

	No. tested	Word know.	Reading	Spelling	Language Study	Arith. Comp.
form A	4	22	18	21	23	18
form B	4	19	24	25	26	12

	Language	Arith. Prob.	Social Studies
form A	22	24	33
form B	23	14	42

Because of the mobility of the migrants the same children were not all tested twice.

RESULTS FROM THE LORGE-THORNDIKE INTELLIGENCE TEST

	Number tested	Average IQ
Kindergarten--Primary Battery		
Level 1, form A, June 15, 1967	7	58
Level 1, form B, July 12, 1967	13	73
First Grade--Primary Battery		
Level 1, form A, June 15, 1967	23	77
Level 1, form B, July 12, 1967	9	84
Second and Third Grade--Primary Battery		
Level 2, form A, June 15, 1967	18	71
Level 2, form B, July 12, 1967	7	80
Fourth, Fifth, and Sixth Grade--Nonverbal Battery		
Level 3, form A, June 15, 1967	13	89
Level 3, form B, July 12, 1967	9	92

STANDFORD ACHIEVEMENT TEST
(Reported as grade placement)

Grade	Word Meaning	Paragraph Meaning	Vocabulary	Spelling	Word Study Skills	Arithmetic
1 & 2	1.4	K	Pre-School	1.1	1.2	1.1
3 & 4	2.4	2.5	1.5	2.3	2.2	2.5
5 & 6	3.5	3.5	3.7	3.9	3.4	4.0

Teacher-Developed Tests:

The use of teacher-made tests varied among the schools, some used tests extensively, while others seldom used measurements. The tests given were used to see what teachers should emphasis in the instruction. The teachers used tests mainly in the Arithmetic part of the program.

The results of the tests given indicate that individual progress was, in most cases, quite good. This would, in turn, indicate a successful program and that the students were improving.

In any testing programs for migrant children, the teachers encounter the problem of pupils copying from one another. They are such a close-knit group and they rely on each other for so many things, it is difficult to make them see this copying as wrong.

V. Subjective Measurements:

Subjective measurements relating to pupil growth and improvement took on several approaches. The primary approach was the weekly notations on each student, which was developed by the classroom teacher with the assistance of teacher aides. Other means used were progress charts and students taking part in the planning sessions.

To summarize, subjective data indicated:

The students improved in the ability to follow directions.

The students improved in number theory.

The students formed more concrete concepts of colors.

They were able to express themselves better.

They could express themselves musically as well as orally.

They learned to work together--better.

Cooperation and feeling of companionship as summer progressed.

Data available indicated that success was readily observable in the program. The achievement and skill

levels of the children developed more positively each week and desirable changes in attitudes and self-concepts were generally judged to be improved.

The school for migrant children drew considerable criticism from certain elements of the communities involved. They could not or did not realize the funds supporting the program were not from local sources. Considerable progress was made during the school term in relating the educational problems of the migrant students to the local school system. This resulted in a growing awareness on the part of many persons in the community that the program was good because it would educate the children to become better citizens and also help to prepare them better to face the day when machines replaced the manual labor in the beet fields.

It is quite obvious that the staff had some change in attitudes. The teachers became much more capable of understanding the pupil's educational problems and more aware of means of approaching a solution to these problems. Needless to say, the students attitude reciprocated with an observable improvement in the attitude of the pupil's respect and appreciation of the teachers. The teachers, who had taught summer migrant school before, felt that the children were cleaner in body and dress, better behavior, and were on a higher educational level than those of past years. If this is true, migrant programs are seemingly obtaining results.

Housing is better than in past years and the migrants seem to take more responsibility in keeping the houses cleaner. Health classes were a very essential part of the program, as it is a vital and essential part of their well-being and the children have become more aware of health facts. They receive well-balanced meals which should make them more attentive to what food they should eat in regard to healthful food. They have the opportunity to be attended to by a doctor and a dentist, which should make them more conscious of taking care of their bodies to remain in good health. The subjective data available indicated that success was readily observable in the program. The academic, social and physical attributes of the participating pupils, which were noted, all tend to move in this direction.

VI. General Program Effectiveness:

A. Services provided to migrant children in 1967 that had not been provided in previous programs.

Art was added to the curriculum, and an art teacher was employed. This proved to be a valuable educational experience for all students.

Rhythm band was another addition to the curriculum. The objective of this activity was simply to develop more understanding of the use of rhythm in music, however, it is hoped that by this experience, some of the pupils will become more confident in their musical ability and attempt to become involved in the school's instrumental music program.

Greater emphasis was placed on field experiences. This proved to be of considerable value in the enrichment of the classroom experiences of the pupils.

Swimming was offered in some schools. Needless to say, this activity was popular and served a two-fold function. It supplied an incentive for attendance and filled the requirement for the daily bath. Some children were present every day for the six weeks period.

Health and hygiene films were shown daily by the Migrant Health Service from one of the cities. It was felt that the more frequent showing of these films increased the children's awareness of and concern for personal and family health needs.

Attendance records from all schools are not available but the following statement from one of the schools seems to be typical representation.

> Attendance statistics of the migrant children reveal that those who enrolled, stayed in school more regularly and longer. The summer of 1966 yielded 136 pupils enrolled and average daily attendance of 66 pupils, an average daily membership of 79, with the relationship between the two of 83%. By comparison, the summer of 1967 enrolled only 121 migrant children, these maintained an average daily attendance of 70.6, an average daily membership of 82, and a relationship between the two of 86.6%.

Personal incidents as evidence of the affect of additional activities on student attitudes.

> On one occasion the supervisor was visiting the homes of the few migrant children who were not attending the summer program. At one of the homes a boy of eleven was seen. He had attended school the previous summer on a sparodic basis. The supervisor informed him of the added curriculum features and noted that

if he chose, he might wish to enroll in the summer program. Without further adieu, the supervisor left the home. The next day the boy came to school by himself and enrolled. A short time later he told the supervisor, "you were right, I really will enjoy school this summer." The boy found something in the school that provided interest and incentive.

As one school reports:

> The migrant student is furnished transportation to school, fed breakfast and lunch. He is given a toothbrush and a tube of toothpaste. Daily baths were given with soap and towel furnished. A physical examination was given by a physician. A full-time nurse is available. Eye, ear and dental examinations were made. Some dental work provided to those who need it. In some cases free medical services were provided those who could not afford a doctor. No doubt, these services are an influencing incentive to good attendance.

B. Five project activities judged most effective for each grade span as listed.

Pre-school through grade three--

Field trips
Identifying concrete objects
Arts and crafts
Health
Visual aid material

Grade four through grade six--

Field trips
Science classes
Health
Arts and crafts
Visual aid material

Grade seven through grade eight--

There were only five students in the seventh grade and none in the eighth grade.

Remedial classes
Field trips
Music
Arts and crafts
Visual Aid material

C. Classroom Procedures:

Classroom procedures found to be effective in changing achievement, attitudes, etc. of migrant children

One of the greatest benefits to good instruction is the bi-lingual teacher aide for each classroom teacher. Ideally it would be most beneficial to employ staff members who were themselves bi-lingual, but this is rarely the case in this section of the country. Besides greatly expediting communication between the teacher and the child, the aide provides the needed assistance for the classroom teacher in small group and individual activities. Aides were especially helpful in the pre-school and first two grades, where the greatest language problems exists.

Individualized instruction was practiced most successfully in the classroom. The guiding philosophy in the program was to take the child where he was found and progress from that point toward the goal of preparing him so that he may operate successfully in a regular classroom. It is felt that by maintaining a classroom atmosphere and helping the children adjust to this is doing what must be done to assure success in school experiences. Observation of changing attitudes, i.e. self-discipline, higher interest levels, more respect for the teacher, and more concern for abiding by the rules of school behavior, bears out the success of the above procedure.

Team teaching approach was used in music, art physical education, science, and health activities. The more teachers a student had contact with, the greater the interest. Success was determined by teacher judgment of improved attitudes, appreciation, and behavior.

Programmed teaching was used most effectively in reading classes.

The curriculum for the migratory children was geared to every day living: Words, problems, incidents, were related to personal experiences. For example, in spelling the children were taught to spell the names of teachers, class mates, schools, neighboring towns, business places, words used in conversation, and words misspelled on written work.

Physical set-up of the program.

One school integrated migrant with non-migrant

children throughout the program; however, the greatest number of non-migrant children were in the fifth and sixth grade levels. This was accomplished with few problems, as the non-migrant Title I pupils who were enrolled had many of the same basic problems that the migrant pupils have, namely, a need for additional help in areas of phonics, spelling, word recognition, and basic social studies. The aim for both groups being the same, that is to develop the pupil so they may function successfully in the regular classroom. The integrated program received public acceptance and the strength seemed to appear in the interchange of ideas, which evolved from combining migrant and non-migrant pupils in the same classroom.

At the close of the summer program, a meeting of the faculty, supervisors, administrators, from the schools for migratory children, and the state Title I staff meet to discuss what had happened during the summer and what should take place next year. The concensus was mutual that considerable gain could be accomplished by integrating the migratory schools with the Title I schools another year. Combining the classes would result in advantages through children learning from their peers and by fostering a better understanding of the cultures. It would eliminate the feeling that migrant children are a segregated group, separated from the society, which they are a part of.

D. Program Materials:

Equipment and materials of significant value in the program for migratory children.

Filmstrip projector---used extensively in presenting the reading readiness program.

Tape recorder---used so that the children could note own reading progress. Introducing English to Spanish speaking children was found to be beneficial in introducing reading and numbers.

16 mm movie projector---used for health films sent to the school by State Health Department.

Puzzles---all groups except the fourth, fifth, and sixth grades enjoyed working with the puzzles. It taught the younger students to recognize shapes and aid in motor development.

Readers Digest Skill Builders, SRA Reading Lab II, Language Masters---all used, beneficial in teaching language arts to intermediate grades.

Overhead projector---most useful in presenting instructional material in all classes in each grade level.

E. An Activity Report from project area:

One school used the Placement Examination for Sullivan Associates Programmed Reading to students from grade two and up. Then placed the students in the Programmed Reader. The test indicated could be read without too much difficulty. Each student was allowed to progress according to individual ability and rate. Tests were spaced throughout each book to check on the student's ability to comprehend what was read. A final test is given at the completion of each book, before going to the next higher book. If the child scores too low, the book is repeated and is given special help by the teacher or the aide. The tests seem to check very well the ability of the student to read and comprehend on the level of the book read. A few, on the borderline, that were permitted to go into a higher level reader usually needed help before finishing the next reader. Since there is such a wide variation in the reading levels of the students, it is felt the programmed readers were excellent in getting students on a level comparable to ability. A few, when handed a new reader wanted to miss play period in order to start work in the new book. Criticism is that placement tests put too much emphasis upon spelling. Most students are placed on a reading level lower than actually need to be, but, possibly more progress is gained over a period of time than would have been accomplished if placed on a higher level in the beginning.

VII. Personnel and Personnel Training:

A. It is estimated that 447 migratory children were taught English as a second language in the State Migrant Program.

B. There were practically no bilingual teachers available to staff the migratory schools in the state. It was a general practice to have one bilingual aide assigned to each teacher on the staff.

C. There were six (6) bilingual teachers and eighteen (18)

bilingual aides employed in the schools participating in the State Migratory Program.

D. The first language of the children attending the schools in the State Migratory Program is Spanish.

E. All six schools participated in in-service training program. Mrs. Hazel Brazil, representative of the Texas Educational Agency spent approximately six weeks in the schools for migrant children observing, advising, demonstrating, answering questions, individually and in faculty groups, concerning the improvement of migrant education and the correlation of the Texas and Kansas programs.

The state did not conduct a teacher service institute in 1967 for the teachers in the migrant schools. Plans are being formulated by the state department to conduct a teacher institute for the staff members of the Migratory School in 1968. A consultant from the State Title I office has spent four days attending a workshop for Migrant School personnel in Texas getting information and formulating plans for the Kansas institute.

Supervisors and directors of all schools for migrant children in the state program conducted daily faculty meetings to discuss problems, procedures, etc..

F. Number of personnel receiving training:

Teachers	38
Other professionals	8
Non-Professionals	18

G. The Texas Educational Agency paid for all services extended by the representative from their state. Since these services composed the Kansas in-service training program, no money was spent from the states' budget for this purpose.

H. See following page.

I. Texas State Educational representation and the local administration conducted the in-service training programs.

TOPICS	NUMBER OF STAFF RECEIVING TRAINING	AVERAGE TIME TRAINING TOOK PLACE (Wks/Hrs)
1. Instructional Methodology	38	6/2
2. Cultural Background and Problems of Educationally Disadvantaged or Migrant Children	38	1/4
3. Curriculum Development	38	6/2
4. Utilization of Instructional Materials and Equipment	38	6/1
5. Measurement, Evaluation and Reporting	38	3/1
6. Types of Learning Disability	38	1/4
7. Program Planning and Design	8	6/5
8. Utilization of Library and Library Resources	-	-
9. General Orientation to Title I Programs and Migrant Programs	8	6/3
10. Utilization of Supportive Services (e.g. Psychiatrists, Counseling, Speech Therapy, Health, Social Work	38	6/1
11. Other (Specify)	-	-

J. Topics of greatest value:

Instructional methodology, curriculum development and program planning were considered to be of most value to the success of the migratory program. The individual visitations and workshops were the best method of conducting in-service training to teachers.

K. Teacher aides:

1. Total number of teacher aides involved in the migrant program. 25
2. Sources of teacher aides:

a. Migrant
(1) Parents 3
(2) Older children. 4
(3) Other 0

b. High school students. 8

c. College students. 9

d. Community volunteers. 1

e. Other 0

VIII. Inter-relationship with regular Title I program:

A. Some schools in the sugar beet region are beginning to face two problems with migrant or bilingual students. More and more migrant workers are beginning to stay in the community the whole year. Then there is an influx of migrant families coming into the community before the regular school term comes to a close, and the truant officer performs his duty.

Local Educational Agency Project No. 67193, Unified School District No. 467 had, as part of their Title I project an activity called 'Bi-lingual teacher aides'. The objectives were threefold:

1. To provide more adequate communication between teachers and Spanish speaking primary pupils.
2. To utilize Mexican American persons who had more insight into needs, problems, and culture of migrant workers.
3. To allow classroom teacher more time to give individual help to all students.

The situation existing in the kindergarten and grade one classrooms in the school caused the activity to work

exceedingly well. A significant number of the children in each section were children of migrant agricultural workers and possessed an inadequate command of the English language. By utilizing one bi-lingual aide in the kindergarten and one in each of the two sections of grade one (3 total), it was possible to provide a more adequate means of communication with the Spanish speaking children.

Local Educational Agency Project No. 67195, Unified School District No. 363, sponsored a kindergarten for migrant children during the regular school year. The objectives of this project were:

To improve general classroom performance.

To improve children's verbal functioning (Spanish-English).

To improve physical health of the children.

To improve the nutritional health of the children.

To aid in provision of proper clothing.

This district set up a special kindergarten for children of Mexican extraction. A teacher, who understands some Spanish, and a Spanish speaking aide conducted the instruction; cooperating with them, the county health nurse arranged for services of physicians and dentists.

Local Educational Agency Project No. 67177, Unified School District No. 241, had as part of their Title I application, an activity "A Class for Migrant Children." Some time in April, two months before school closes, groups of migrant farm workers come into the community, plans were developed to hire a teacher and a teacher's aide for the last two months of school, to instruct the Mexican children for the balance of the term.

B. The State Educational Agency has assigned a consultant to work with programs for migrant children. This consultant attended a four day workshop in Texas sponsored by the Texas Educational Agency for personnel administering and teaching migrant programs. One of his duties will be to coordinate the regular and special programs for migrant children.

IX. Coordination With Other Programs:

Federal, state and local agencies are actively participating in the coordination of the program for migratory children.

The names used represent the towns where the schools for migratory children were operated. Lakin coordinated its educational efforts with the Day Care Center, which was operated by the Kearny County Migrant Committee. Holcomb and Sublette combined their efforts with a Day Care Program, sponsored by the Kansas State Department of Health, the Ministerial Association, and the Finney County Health Office. Leoti had available the OEO Agency called the Leoti Community Services, Incorporated to help with the non-educational part of their program. Goodland had the services of a Day Care Center operated under the Kansas State Department of Social Welfare, which is sponsored by a local Ministerial Association. Sharon Springs had available the services of the Kansas State Department of Health.

Efforts to coordinate the programs:

Local Office of Economic Opportunity Organization (OEO) operates a day care center in cooperation with Title I migrant school in one of the State Migratory Centers. The OEO uses school plant facilities and in turn cooperates on a cost sharing agreement with the school district in the area of food service, plant operation, and scheduling of classes. In effect, the school district takes school age migrant youngsters from the day care program and works with them from 8:00 a.m. to 2:00 p.m. each day.

Migrant Health Services, Garden City, Kansas, State Department of Health are the services extended to the schools for migrant children were both extensive and helpful. They furnished films and made home visitations. They were in charge of all the health and dental clinics.

Local Ministerial Alliances sponsored Day Care Centers for children from the ages three to five in communities employing migrant agricultural workers.

The Texas Educational Agency sent a coordinator to Kansas for the 1967 summer school session to observe, make suggestions, obtain suggestions, and help in any way to correlate the programs of Texas and Kansas.

All programs mentioned functioned smoothly with the schools for migratory children. As in one community, the director of the migrant school teaches during the regular term in the high school; the director of Day Care Center also teaches in the same high school. All day school centers are conducted in the public school buildings and programs are coordinated for successful operation of both programs.

The following is a statement offered by one director of a school for migrant children concerning the efforts of the Texas Educational Agency.

> "The presence of Mrs. Hazel Brazil, representing the Texas Educational Agency, has been of considerable benefit. In working with the classroom teacher in each room, it would be fair to estimate that our staff received at least one day each in valuable training by observing this woman teaching and by their comparing ideas and methods."

Additional Programs Needed:

It is virtually impossible to obtain records for placement purposes for the migrant children when they arrive in the summer. There is a need for a central agency with a large enough staff to furnish prompt return of information requested as the length of the summer school and the length of time the migrants are in a community is not very long.

X. Community Involvement:

One school for migrant children reported the general attitude of the migrant parents toward the school were excellent. One parent served as a volunteer aide while another parent was employed as an aide. Several of the parents attended adult education sessions aimed at improving their command of the English language. It is doubtful that the program could be successful without the fine attitude of the parents.

Another school reported that parents were serving as aides in the Day Care Centers. Also, a few parents were involved in programs presented to the public.

A third school reported that a lunch supervising cook was employed for the lunch program and migrant mothers, who were taking nurses aide and cooking classes, were used as helpers in the kitchen. Cases, as cited, occured in all schools for migrant children. It was evident that the parents of the migrant children were developing more interest in the efforts to educate their children and were becoming more and more involved in the program and its activities. A positive attitude toward the improvement of the educational level of the migrant children is developing. Based on general observations reflected in the attitudes of the teachers, resident children, members of the community, and migrant parents.

XI. Non-Public School Participation:

Does not apply to the Kansas Summer School program for migrant children.

XII. State Operation and Services:

A. The state did not operate programs for migratory children prior to the Title I Amendment. The programs that were carried on within the state were operated locally and were chiefly Day Care Centers.

B. The Migratory Program is the responsibility of the Director of the State Title I Educational Agency. Title I consultants were delegated the responsibility of supervising the program. The local public school administrator was delegated the task of organizing the curriculum, hire the personnel and supervise the program in each center.

C. Services extended by State Department to local areas.

Several meetings were conducted by the personnel of the State Educational Agency in the area where migratory agricultural workers are employed. Personnel attending the meeting were local school administrators, representatives of the OEO, State Employment Services, Social Welfare, and Ministerial Association.

Local School Administrators developed the program for each center with the advisement of the Title I consultants.

The director of each center was furnished with evaluation guidelines by the State Educational Agency. Information given and questions answered, as needed, by the evaluation consultant of the State Department.

At the close of the summer program, a meeting was held in one of the centers, composed of teachers, directors, administrators, and State Title I personnel to discuss the good, the bad, and the future of the Schools for Migratory Children (see appendix for minutes of meeting, page 46).

D. The Texas Educational Agency assigned a representative, experienced in migrant education, to observe the Kansas program. Mrs. Hazel Brazil, the representative was well qualified, possessed an excellent personality, was well accepted, and proved to ba a valuable asset toward correlating the Texas and Kansas Migratory Program.

XIII. Dissemination:

Articles concerning the training of migratory children was published in local newspapers representing the centers operating migrant schools.

The Kansas Teacher Magazine published a five page story in the September issue entitled "This is the Story of A Small Kansas Town, One of Six Communities on the High Plains, Which This Summer Combined New Federal Funds and A Community's Sense of Caring to Start Migrant Families on the Road to A Better Life Through Education." (page 51)

The professional staff and the supporting staff of the summer program received information related to the program from national, state, and local level by means of a weekly staff bulletin, printed by the supervisor of one of the operating centers.

XIV. Problem Areas:

Community acceptance of a school for migratory children--There are people in every community that feel the money should be spent on local children, rather than on transients, who are not much interested in what is being done for them. Local administration publicized the program in the local papers, appealed to clubs, organizations, conducted public entertainment and various other methods to acquaint the public with the need and the results. Many of the objectors began to change their thinking. There are still a few skeptics, but on the whole, a noticeable amount of improvement had taken place in community thinking.

Poor attendance--The school for migrant children was conducted during the summer and compulsory school attendance laws are not applicable. There are very few thirteen and fourteen year old children; they are either twelve or old enough to be in the fields. Consequently no one is going to school beyond the sixth grade, and experience proves that many of the older children are less educated than the younger children. The need is there, but the field gets priority. Also, many parents do not feel the need for regular attendance, the slightest reason is an excuse to be absent.

Mobility--Parents come and go, children enroll after school starts and leave before school ends. The school does not know how many children they will have tomorrow, this hinders planning and discourages trying to obtain results.

Problems like attendance and mobility have not been solved, only an attempt towards improvement. Most communities have a volunteer migrant mother who has interest and is respected among her kind to go into the home and visit the parents. Some representative from the school, either the director, teacher, or nurse also visits the home in the attempt to improve home-school cooperation.

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QUESTIONNAIRE ON CHILDREN OF MIGRANT AGRICULTURAL WORKERS

(Age 5-17)

FOR SCHOOL YEAR 1966-67

School_____

Number of Such Children Enrolled	Length of Stay in Your School	Entered from What School	Where Did They go--School	Estimated No. in Dist. not Enrolled in School during School Year	Estimated No. of such Children in Your District during Summer

KANSAS STATE DEPARTMENT OF PUBLIC INSTRUCTION
W. C. KAMPSCHROEDER, SUPERINTENDENT
KANSAS STATE EDUCATION BUILDING
120 EAST 10TH STREET
TOPEKA, KANSAS 66612

MURLE M. HAYDEN
ASSISTANT STATE SUPERINTENDENT
G. L. CLELAND, DIRECTOR
DIVISION OF INSTRUCTIONAL SERVICES

HENRY A. PARKER, DIRECTOR
TITLE I SECTION
CONSULTANTS
CARROLL COBBLE
PHILIP THOMAS
CLYDE AHLSTROM

January 28, 1967

To: Superintendents of Migrant Programs.

From: Henry Parker

This is to notify you that we will be at the Coop Building in Garden City on January 10, at 9:00 a.m. to visit with you about summer programs for migrant children. We hope that you will find it convenient to come and we urge you to bring other interested persons.

Copy of communication sent to all administrators representing communities employing migrant agricultural workers.

KANSAS STATE DEPARTMENT OF PUBLIC INSTRUCTION
W. C. KAMPSCHROEDER, SUPERINTENDENT
KANSAS STATE EDUCATION BUILDING
120 EAST 10TH STREET
TOPEKA, KANSAS 66612

MURLE M. HAYDEN
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DIVISION OF INSTRUCTIONAL SERVICES

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CARROLL COBBLE
PHILIP THOMAS
CLYDE AHLSTROM

March 6, 1967

Mr. W. W. Templer, Superintendent
Unified School District #467
Drawer U
Leoti, Kansas 67861

Dear Mr. Templer:

Recently you were sent a letter requesting information concerning your migratory students and plan for a summer school for them. We have asked that this information be in our office by March 13.

It is our plans to come to the west to meet with the concerned administrators on March 21. Plans now call for us to meet in the Boardroom of the Leoti Unified School District #467 at 10:00 a.m. on that date. Will you please plan to attend or have your representative do so. We think that we will be able to finalize our plans at this meeting for the summer schools for your migratory students.

If you are involved with other districts in this project, we urge you to invite the superintendents from those districts to attend this meeting.

Sincerely,

Philip S. Thomas
Consultant
Title I Section

PST:bv

Copy of letter sent to all administrators representing communities employing migrant agricultural workers.

KANSAS STATE DEPARTMENT OF PUBLIC INSTRUCTION

W. C. KAMPSCHROEDER, SUPERINTENDENT
KANSAS STATE EDUCATION BUILDING
120 EAST 10TH STREET
TOPEKA, KANSAS 66612

MURLE M. HAYDEN
ASSISTANT STATE SUPERINTENDENT
G. L. CLELAND, DIRECTOR
DIVISION OF INSTRUCTIONAL SERVICES

HENRY A. PARKER, DIRECTOR
TITLE I SECTION
CONSULTANTS
CARROLL COBBLE
PHILIP THOMAS
CLYDE AHLSTROM

April 25, 1967

Re: Program for Children of Migratory Agricultural Workers

Dear Superintendent:

We indicated to you that we could give you an early approval of our plan. Our Kansas plan was drawn up some time ago and sent to Washington. When we did not hear from them, I called and talked to Mr. David Webb. He did not have our application but said he would look it up and call back. A few days later he returned the call, and I explained to him that we wanted an early approval in order that you could go ahead and contract for teachers for the summer programs. He said that it was not within his authority to approve but he could see nothing wrong with the project and would send it to whomever gave final approval and request that they notify us in the near future.

At this writing I have not heard from anyone, so I cannot give you definite approval to go ahead. However, I do feel that the plan will be approved as submitted.

Sincerely,

Henry A. Parker
Director
Title I Section

HAP/cjs

Copy of letter sent to all administrators representing communities employing migrant agricultural workers.

KANSAS STATE DEPARTMENT OF PUBLIC INSTRUCTION
W. C. KAMPSCHROEDER, SUPERINTENDENT
KANSAS STATE EDUCATION BUILDING
120 EAST 10TH STREET
TOPEKA, KANSAS 66612

MURLE M. HAYDEN
ASSISTANT STATE SUPERINTENDENT
G. L. CLELAND, DIRECTOR
DIVISION OF INSTRUCTIONAL SERVICES

HENRY A. PARKER, DIRECTOR
TITLE I SECTION
CONSULTANTS
CARROLL COBBLE
PHILIP THOMAS
CLYDE AHLSTROM

May 12, 1967

Mr. W. W. Templer, Superintendent
Unified School District #467
Drawer U
Leoti, Kansas 67861

Dear Mr. Templer:

Today we received approval from the Washington office for our application to conduct summer programs for children of migrant agricultural workers. They made no changes; it is approved as submitted. So you may proceed with the plans to operate the program in your school as we have discussed with you. I appreciate the assistance that you have given in this project.

We are in the process of making vouchers for the sum that has been indicated in your application, and this will be forwarded to you in approximately 10 days.

Sincerely,

Henry A. Parker
Director
Title I Section

HAP/cjs

Copy of letter sent to all administrators representing communities employing migrant agricultural workers.

KANSAS STATE DEPARTMENT OF PUBLIC INSTRUCTION
W. C. KAMPSCHROEDER, SUPERINTENDENT
KANSAS STATE EDUCATION BUILDING
120 EAST 10TH STREET
TOPEKA, KANSAS 66612

MURLE M. HAYDEN
ASSISTANT STATE SUPERINTENDENT
G. L. CLELAND, DIRECTOR
DIVISION OF INSTRUCTIONAL SERVICES

HENRY A. PARKER, DIRECTOR
TITLE I SECTION
CONSULTANTS
CARROLL COBBLE
PHILIP THOMAS
CLYDE AHLSTROM

June 8, 1967

Mr. W. W. Templer, Superintendent
Unified School District No. 467
Drawer U
Leoti, Kansas 67861

Dear Mr. Templer:

I sincerely hope that all of your plans materialized for the operation of the migrant program. As I indicated earlier, we had a possibility of receiving some help from a program that Texas has for their migrant children. Mrs. Hazel Brazil has been assigned by the Texas Department of Education to come to Kansas and spend the summer working with these children. Mrs. Brazil spends the winter months teaching in the Texas migrant program. This is the 6-month school year for these migrant children who spend the winter in Texas. They have a longer school day and, in many cases, special programs for this group.

I feel that we should take advantage of this lady's experience in dealing with these people, and I am certain that she can be of service to your faculty. She also should be used in making contacts with the parents of these children. I believe that Mr. Thomas has contacted you and made arrangements for her to spend a day in your school. I plan to come to your section of the state shortly after the 21st. and hope to see how we can more effectively use this lady. I am looking for suggestions; so, as she works with you, I hope that you can come up with helpful ideas.

I am sending you some records that I wish would be used for these migrant children. I believe the forms are self-explanatory. You should make three eopies for each child--one to be given to the child as he leaves your school, one for your files, and I am asking that we have a copy in our office.

/Sincerely,

Henry A. Parker
Director
Title I Section

HAP/cjs

Copy of letter sent to all administrators representing communities employing migrant agricultural workers.

KANSAS STATE DEPARTMENT OF PUBLIC INSTRUCTION
W. C. KAMPSCHROEDER, SUPERINTENDENT
KANSAS STATE EDUCATION BUILDING
120 EAST 10TH STREET
TOPEKA, KANSAS 66612

MURLE M. HAYDEN
ASSISTANT STATE SUPERINTENDENT
G. L. CLELAND, DIRECTOR
DIVISION OF INSTRUCTIONAL SERVICES

HENRY A. PARKER, DIRECTOR
TITLE I SECTION
CONSULTANTS
CARROLL COBBLE
PHILIP THOMAS
CLYDE AHLSTROM

June 8, 1967

Mrs. Hazel Brazil
% High Plaines Motel
Leoti, Kansas

Dear Mrs. Brazil:

This is to verify the other three dates given you in our office recently.

The superintendents in the three schools involved will be expecting you on the days indicated, and will have made arrangements for you to visit with the entire staff at some time during the day.

Lakin--Mr. Dorrell George June 13
Goodland--Mr. Byron Smith or Mr. Palmquist June 19
Sharon Springs--Mr. Paul McNall or Mr. Fuentez June 16

If we can be of help to you in any way, please contact us.

Sincerely,

Philip S. Thomas
Consultant
Title I Section

PST/jp

COPY

KANSAS STATE DEPARTMENT OF PUBLIC INSTRUCTION
W. C. KAMPSCHROEDER, SUPERINTENDENT
KANSAS STATE EDUCATION BUILDING
120 EAST 10TH STREET
TOPEKA, KANSAS 66612

MURLE M. HAYDEN
ASSISTANT STATE SUPERINTENDENT
G. L. CLELAND, DIRECTOR
DIVISION OF INSTRUCTIONAL SERVICES

HENRY A. PARKER, DIRECTOR
TITLE I SECTION
CONSULTANTS
CARROLL COBBLE
PHILIP THOMAS
CLYDE AHLSTROM

July 11, 1967

Mr. W. W. Templer, Superintendent
Unified School District No. 467
Drawer U
Leoti, Kansas 67861

Dear Mr. Templer:

Recently it has been brought to our attention that much help could probably be gained for planning next year's migrant student programs if the personnel from the various operating program could sit down together and talk over common experiences.

Consequently, a meeting is being held in Leoti on July 19. We would like for superintendents, program administrators, and the program teachers to attend. We know that some programs have ended and that some persons will not be available, but we would like to have as many as possible attend.

The meeting will be held in the High Plaines Motel beginning at 10:00 a.m. A dinner will be served those in attendance. The sessions will extend into the afternoon as long as necessary to care for the business at hand.

The Title I Section will plan on being in attendance, en masse, and Mrs. Brazil will be there too.

Sincerely,

Philip S. Thomas
Consultant
Title I Section

PST/bv

Copy of letter sent to all administrators representing communities employing migrant agricultural workers.

Minutes of July 19th. Meeting

The meeting concerning children of migratory agricultural workers was held at the High Plains Motel in Leoti, Kansas, on July 19, 1967. Mr. W. W. Templar convened the meeting. Those in attendance are listed on the third page of the minutes.

The purpose of the meeting was to formulate ideas to improve migratory schools next summer. Mr. Henry Parker made the introductory remarks and introduced the department personnel and the participants.

The following are a few of the problems and suggestions given by the participants.

1. It was suggested that the regular Title I summer school remedial students and the migrant remedial students be put together in the summer school program. The migrant children felt that they were being segregated. The classes are being combined, but a problem is the fact that the local remedial students are farther ahead than the migratory remedial students. Another school that does mix some classes has a predomination of migrant students in the lower grades and a predomination of local students in the upper grades.

2. One school brought up the fact that migrant come in before school is out and therefore must go to school. Some twelve and thirteen-year olds have only first or second grade ability--what is to be done with them? One area sets up classes for the above group separately and uses first and second grade materials.

3. Some of the parents of the migrant children speak Spanish at home and at school, thus setting a poor example for the children. It was pointed out by one school that the students don't speak either Spanish or English very well. Usually one or more of the parents could speak English when it was necessary. When they first come to the school they always bring a member of the family who does speak English. It was suggested that the parents be brought into the program; if they learned more English, perhaps they would speak it more at home. Aides should not speak Spanish to the students any more than necessary.

4. Teachers should be able to speak a mimimum amount of Spanish. It was also suggested that two teachers be used in class--one English and one Spanish--to explain words in both languages. They could take turns teaching the subject first in English, then in Spanish. This also builds rapport with the students. Texas has a year-round program to teach conversational English to parents. A report of 341 adults in a trade school in that state shows that they are staying at home this year.

5. The community should be better educated and involved in the program. People do not understand why so much money is being spent on these children. Some of the ways to reach the community are Bible school and religious activities sponsored by ministerial alliances, civic clubs, youth and youth organizations, teachers selling the program, persons who hire the migrant workers, and dissemination such as radio, television, and the newspapers. Films could be used to bring in the Spanish influence. One school had a play.

6. Suggestions were given as the usage and type of materials and textbooks for the remedial program. Suggested for the first and second grades were the Harper-Row basal readers in Language Experience Method of Teaching Reading. Continental Press geography is being used in the upper grades. "Introducing English" by Louise Lancaster is also being used. Few books can be used without being "watered down". Some states are writing their own materials and these could possibly be available for use in Kansas. (Texas and Florida) Mr. Parker will check on the use of these materials. Most of the schools have been making up their own social studies and spelling. There are no testing materials; if any are available, they should be in Spanish. The Readers Digest skill-building section is a suggestion for usage, as it can be used on the lower level without embarrassment.

The meeting adjourned at 12:00 noon for a luncheon and reconvened in the afternoon to hear some comments from Mrs. Hazel Brazil. She brought up the fact that children will not admit that they do not understand definitions of words. Also, teachers are not trained to work with this type of children and should have some training in the culture of the Spanish-speaking people. It was suggested that more social studies units be used so the children can take part and have more oral communication. Read and tell stories are also good. More vocabulary development in control (skill) subjects is needed. Mrs. Brazil suggested that perhaps an institute can be set up for the teachers before next year's migrant teaching begins.

In closing, Mr. Ahlstrom reminded those attending that the Title I evaluation reports for 1967 should be in on time.

The meeting was adjourned at 1:15 p.m.

Those who were in attendance------

Ted Kolzaw	Leoti
Mrs. S. Mervin Gulick	Goodland
John D. Palmquist	Goodland
Maynard Mitchell	Goodland
Wilma Vogt	Sublette
Reva Miner	Sublette
L. M. McLain	Sublette
Dennis S. Williams	Sublette
Oscar Fuentez	Sharon Springs
Donald Wittig	Sharon Springs
Paul McNall	Sharon Springs
Carolyn Paul	Sharon Springs
Edna Akers	Sharon Springs
Claire Faucett	Lakin
Margaret Coder	Lakin
June Homan	Leoti
Roslyn Wentz	Leoti
Cheryl Salem	Leoti
Mabel Holmes	Leoti
R. B. Stewart	Leoti
Lester Mouse	Lakin
John Forest Riggs	Holcomb
Leo Fisher	Holcomb
A. E. Galloway	Holcomb
Gene Harris	Leoti
Mrs. Kathleen Brandt	Holcomb
Eula Pryor	Holcomb
Mrs. Florence Wilson	Holcomb
Alicia Andrews	Holcomb
Joquetta Kreie	Holcomb
Bruce K. Winchester	Leoti

Title I Section represented by:

Henry Parker
Clyde Ahlstrom
Carroll Cobble
Philip Thomas
Mrs. Hazel Brazil (Eagle Pass, Texas)

KANSAS STATE DEPARTMENT OF PUBLIC INSTRUCTION
W. C. KAMPSCHROEDER, SUPERINTENDENT
KANSAS STATE EDUCATION BUILDING
120 EAST 10TH STREET
TOPEKA, KANSAS 66612

MURLE M. HAYDEN
ASSISTANT STATE SUPERINTENDENT
G. L. CLELAND, DIRECTOR
DIVISION OF INSTRUCTIONAL SERVICES

HENRY A. PARKER, DIRECTOR
TITLE I SECTION
CONSULTANTS
CARROLL COBBLE
PHILIP THOMAS
CLYDE AHLSTROM

June 28, 1967

Mr. W. W. Templer, Superintendent
Unified School District No. 467
Drawer U
Leoti, Kansas 67861

Dear Mr. Templer:

I just received a questionnaire from Texas in which they would like to have an evaluation of the work that was done by Mrs. Hazel Brazil. If you would give this evaluation sheet to the person she has worked with and then send it to me, I will put all of the reports together and return them to texas.

I trust that your program is going satisfactorily.

Sincerely,

Henry A. Parker
Director
Title I Section

HAP/cjs

Copy of letter sent to all administrators representing communities employing migrant agricultural workers.

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PHILIP THOMAS
CLYDE AHLSTROM

September 14, 1967

Mr. Thomas Lawrence
Program Director
Evaluation Section
Division of Compensatory Education
Texas Education Agency
Austin, Texas 78711

Dear Mr. Lawrence:

I have finally received the ratings of Mrs. Brazil, made by each of the directors of our six summer schools. I think that it is rather difficult for one to evaluate ratings made by any individual unless he personally knows the person making the rating. I am certain that you realize that some individuals have a tendency to give high ratings while others tend to give lower ratings. I feel this is the case in the ratings which are enclosed.

My personal reaction to Mrs. Brazil's work is that she did an excellent job; and, as I have indicated in another letter, that should your program be carried on another year we would request that Mrs. Brazil be returned to Kansas if that should meet with her wishes. I hope this gives you the information you desire.

Sincerely,

Henry A. Parker
Director
Title I Section

HAP/cjs

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